I. Course

IS300, IS Fundamentals I, Item 2250 & 2251, 5 credits

Meeting Information

Room B106
September 19 through December 9, 2016
- School holiday October 10, 2016 (No classes/labs)
- School holiday November 15, 2016 (No classes/labs)
- School holiday November 26-27, 2016 (No classes/labs)
- Final – December 6, 2016 (5-7pm)

0900 – 1000 (9:00 – 10:00 am) Monday through Thursday
1700 – 1900 (5:00 – 7:00 pm) Tuesday

Instructor Information

Name: Richard R. Becker
Telephone Number: 360.475.7370 (office)
                   575.496.1557 (preferred)
E-mail: rbecker@olympic.edu
Office Hours: By appointment

Name: Amelia Garripoli
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Office Hours: M&Th 12-12:50 and by appointment

II. Text

- Web Programming Step by Step (2nd edition, 2012), by Marty Stepp, Jessica Miller, and Victoria Kirst, Step by Step Publishing, ISBN 9781105578786
- Material to be provided for modules 2, 3, and 5

Optional

- Presented in class

III. Required Materials

- Minimum 32GB Flash Drive or an external USB drive
- Internet access

IV. Course Description

This course forms the cohort and prepares students with the foundational topics used throughout the BAS program. It creates the required learning platform by focusing on four subject areas: SQL, Web, Programming and Networking. Students will work collaboratively to create, manipulate and query data, configure a Windows server, practice HTML5, CSS3 and JavaScript, and develop applications using server-side scripting.

V. Course Learning Outcomes

Upon successful completion of this course, you will be able to:

- Produce well-formed queries using Structured Query Language (SQL) to extract meaningful data.
- Select and discuss the best method for creating and altering database objects and structures.
- Plan, install, and configure an Active Directory infrastructure.
- Install, manage, and troubleshoot a network operating system.
- Demonstrate the use of HTML5, CSS3, and JavaScript.
- Produce elementary-level computer programs using industry standard methods.

VI. Course Outline

Module	Weeks	Topic
0	1	Orientation and Overview
1	1 & 2	Web 2.0: HTML5 and CSS3
2	3	Virtual Machines
3	4	Soft Skills
4	5 & 6	Server Programming: PHP and SQL
5	7 & 8	Networking
6	9 & 10	Client Programming: JavaScript
Final	11	Course wrap-up and final activities

Meeting Schedule:

IS300 meets/records *4 hours* per week in the Business 106 (B106) classroom lab. Each week the instructor will use the classroom time to introduce or review networking concepts. Classroom attendance for these is not mandatory and your participation in the classroom is not graded and will not be included in the course grade. Nevertheless, you are encouraged to attend as many of the classroom sessions as your schedule will allow, as opportunity for real-time discussions allow for the greatest potential for learning. You are responsible for all information covered during normally scheduled class sessions, whether you are present or not.

IS300 meets 2 hours per week in B106 for a hands-on lab. Attendance of the lab is required; it encompasses activities that are part of your grade/assessment.

Additional online time will be needed for research and study activities, group or partner work, completion and submission of assignments, and assessments.

Exams:

Online Testing will conducted via assessments on the course's Canvas website.

Communicating through Canvas:

Please be aware that the best way to communicate with your instructor is to use the Canvas Inbox (https://olympic.instructure.com/conversations) within the Canvas website. Click on the "*Inbox*" button in the Canvas Navigation to access this. From within Canvas always address your email first to the course, and then the teacher(s) for that course, using the "*Select All*" button under Instructors to address your email message to all of your teachers, if you have more than one for a particular course. In this way, all instructors will receive the email message and thereby increase your chance of a timely response, in the case where two or more instructors are "team-teaching" a course.

Optionally you can use your Olympic College-provided student email address (e.g. johndoe@student.olympic.edu and the student email portal (http://www.olympic.edu/services/computer-labs/student-computing-guide) but the preferred, and most reliable, method of communication will be thru Canvas. If you prefer not to use the internal Canvas Inbox, then you should use only your OC email address for online classes, as regulations do not permit providing student information to non-OC email addresses. Also, external email tends to get filtered-out as it attempts to navigate its way through the Olympic College junk e-mail (S*PAM) filters. If there is something specific to you and your grades please send me an email otherwise, generally speaking, post a message to the *Discussion Forum* for the module that you are working on or the general-use *Ask Questions Here* discussion board.

E-mail Etiquette (for email originating outside of Canvas – e.g. OWA) – The following guidelines should be adhered to in order to assure a fast, accurate and meaningful response from e-mail sent by the student to the instructor (outside of the [internal] Canvas Conversation system – e.g. via student email). Remember, the instructor has many students in many classes. Incorrectly formatted e-mail may hinder/delay a response back from your instructor. Always try to use the [internal] Canvas Conversations system for course related matters. If that doesn't work, use your OC Webmail by going to the following URL in your favorite browser (e.g. Chrome, Firefox, IE10, etc.) – http://www.olympic.edu/services/computer-labs/accounts

Use only the e-mail address at the bottom of the syllabus for corresponding with your instructor about non-course related matters (or, if the Canvas Inbox appears to be inaccessible or not working).

The *subject line* for email (non-Canvas Inbox) should always include your course number and the student's name. Cryptic e-mail addresses are too hard to correlate with "real" student names. If you don't put an appropriate subject line on your e-mail

Example:

Subject Line: IS300, Doe, John – This is what I need help with

File naming standards for IS300 – The following naming standards must be used when submitting assignments via the "*Submit Assignment*" button within Canvas.

Lab – Course name, followed by the Module Number, Last Name, First Name, and the abbreviation for the Assignment type

Example: IS300_Mod1_Doe_John_DropBox.docx

Titling your homework for IS300 – The following information must appear at the top of each and every one of your homework assignments (at least at the top of the first page) in order not to lose points for improperly submitted homework.

Name: (e.g. John Doe)
Date: (e.g. April 28, 2016)
Course Number: (e.g. IS300)
Assignment Number: (e.g. Module 1 Homework)

VII. Course Due Dates

Date	Module	Assignment Type	Points (Max)
September 23, 2016	0	Discussion Board	10 (extra credit)
September 23, 2016		Canvas Assessment	10 (extra credit)
October 3, 2016	1	Discussion Board	20
October 9, 2016	Web	Individual Assignment	20
October 9, 2016		Group Assignment	20
October 10, 2016	2	Discussion Board	20
October 16, 2016	VM	Individual Assignment	20
October 16, 2016		Group Assignment	20
October 16, 2016		Assessment	20
October 17, 2016	3	Discussion Board	20
October 23, 2016	SS	Individual Assignment	20
October 23, 2016		Group Assignment	20
October 31, 2016	4	Discussion Board	20
November 6, 2016	PHP	Individual Assignment	20
November 6, 2016	SQL	Group Assignment	20
November 7, 2016	5	Discussion Board	20
November 13, 2016	NW	Individual Assignment	20
November 13, 2016		Group Assignment	20
November 13, 2016		Assessment	20
November 21, 2016	6	Discussion Board	20
December 6, 2016	JS	Individual Assignment	20
December 6, 2016		Group Assignment	20
Total			400 (+20 e.c.)

VIII. Course Evaluation Scale

Letter Grade		Qualitative Definition	Quantitative Definition
A	4.0	Superior course outcomes	95 – 100
A-	3.7		90 – 94.9
B+	3.3		87 – 89.9
B	3.0	Exceeds acceptable course outcomes	84 – 86.9
B-	2.7		80 – 83.9
C+	2.3		77 – 79.9
C	2.0	Acceptable course outcomes	74 – 76.9
C-	1.7		70 – 73.9
D+	1.3		67 – 69.9
D	1.0	Minimum course outcomes	64 – 66.9
D-	0.7		60 – 63.9
F	0.0	Failure to meet course outcomes	below 60

Student Assessment:

A student assessment is included for several Modules. When two or more units are covered during one Module, sometimes a single assessment will be used to cover all units and other times multiple assessments will be used to cover the multiple units. The course platform's testing feature is utilized for this student Self-Assessment. True/False, Multiple Choice, Yes/No, or Matching are used for students to evaluate their own knowledge acquisition for each Module's identified course outcomes.

Discussions:

Every module has a discussion board. See the discussion board expectations elsewhere in this syllabus.

Graded Assignments:

Every module has from 2 to 3 graded assignments. Instructions for each graded assignment are provided within the Module for each week. Each graded assignment concludes with one or more deliverable products. Deliverable products may range from a Microsoft Word or Project document, a discussion board post, a research paper, or the results of a "hands on" lab, to the results of an online quiz or a short examination. These deliverable products are evaluated using the course evaluation methods.

*NO WORK will be accepted after the end of the quarter . . . NO EXCEPTIONS.

IX. **Additional Equipment/Material**

Optional Equipment:
- USB Headset (speaker and microphone)

Required Software:
- XAMPP and a text editor (available in the B-106 lab).

Optional Software: (available via download from MSDNAA/ELMS and other sources)
- VMwareWorkstation 10.0.0 for Windows (64-bit only) or
- VMware Workstation 11.0.0 for Windows (64-bit only) and
- Windows Server 2008 Enterprise Edition with Service Pack 2 without Hyper-V (32-bit) or
- Windows Server 2008 R2 Enterprise Edition with Service Pack 1 (64-bit)
- Microsoft Virtual PC 2007 (or Hyper-V 2.0/3.0)
- Windows 7 Professional (32-bit or 64-bit) with Service Pack 1 Windows 8 Professional (32-bit or 64-bit)
- Windows 8.1 Professional (32-bit or 64-bit)
- Windows Server 2003 R2 Enterprise Edition (32-bit) without Hyper-V with Service Pack 2 Windows Server 2008 Enterprise Edition (32-bit or 64-bit) with Service Pack 2
- Windows Server 2008 R2 Enterprise Edition (64-bit) with Service Pack 1 Windows Server 2012 Datacenter (64-bit)
- Windows Server 2012 R2 Datacenter (64-bit) Windows XP Professional (32-bit) with Service Pack 3 Fedora 19 (32-bit or 64-bit)
- Ubuntu 13.04 (32-bit or 64-bit)
- Macintosh OS X version 10 plus
- Optional software can be obtained from one of the following sources. See one of the T-213 Lab technicians or an instructor for assistance with obtaining course software at no additional cost to the student.
- Fedora Project – http://fedoraproject.org
- Ubuntu – Ubuntu Desk 13.04 http://www.ubuntu.com/download/desktop
- Microsoft Developer Network – Academic Alliance (MSDNAA/ELMS) http://tinyurl.com/3wdpfey
- VMware Academic Partner Program – VMAPP http://tinyurl.com/yhrvqw2

X. Polices

Grading Criteria:

A sample rubric has been posted in this syllabus (see the participation rubric - below). It outlines exactly what the criteria are for writing, participation, and reflections.

	Sample Participation Rubric		
	Exemplary (A+ - A-)	Satisfactory (B+ - C)	Unsatisfactory (C- - F)
Discussion	Posts often and is actively involved in all discussions	Posts to the minimum level of required participation	Rarely posts to group or posts without purpose
Participation	Ties the course materials and activities to other readings, web sites or resources	Occasionally ties the course materials and activities to other readings, websites, or resources	Doesn't share or reflect on course materials or activities or attempt to be tie material to other activities
	Extends understanding of the material to other aspects of the student's learning; offers explanations of why things happen the way they do	Occasionally extends understanding of the material to other aspects of the student's learning; offers explanations of why things happen the way they do	Chats about course content or about application of course topics but does not reflect on its meanings
	All of the forum assignments completed above expectations	Completes most of the forum assignments	Few forum assignments completed
	Adds probing questions to extend the conversations begun by other participants	Occasionally adds probing questions to extend the conversations begun by other participants	Does not ask, or asks only superficial questions about the material
	Attempts to address other's questions with clear logic and ties to the readings, web sites and resources offered in the course, plus deduce additional information from the material	Occasionally attempts to address other's questions with clear logic and ties to the readings, web sites and resources offered in the course, plus deduce additional information from the material	Only offers the most rudimentary explanation for motivations or issues in the course
Reflection	In sharing experiences, asks and answers questions about why things happen and what motivated events or issues to unfold as they did/do	In sharing experiences, occasionally asks and answers questions about why things happen and what motivated events or issues to unfold as they did/do	Focuses upon completion of the material and not the relationship between the material and other issues in the course
	Regularly posts messages summarizing or synthesizing the previous discussion materials and discussions	Occasionally posts messages summarizing or synthesizing the previous discussion materials and discussions	Seldom posts messages summarizing or synthesizing the previous discussion materials and discussions
	Regularly searches for greater understanding of the material through exploration of the course material and activities	Occasionally searches for greater understanding of the material through exploration of the course material and activities	Seldom searches for greater understanding of the material through exploration of the course material and activities

Discussion Board & Chat Sessions:

Discussion is a very important component of this course. Just like in a *traditional* class, in this *hybrid* class you will be expected to participate in discussions with your instructor and fellow students about course learning objectives.

Discussion Board:

Discussion Board topics are tied to specific course learning objectives for each week of the 12-week session, and comprise a substantial part of your grade for this course. Discussion board participation is required and evaluated qualitatively by the Instructor. You are required to post original material for each Discussion Board (DB) assignment. Additionally, you will be graded upon your participation in responding to your classmates' DB posts.

Initial DB postings must be a minimum of 300 words.

Initial DB posts are due by the board due date, in order to avoid a 5 point penalty (with the exception of week 1). Up to 2.5 points per response will be assigned to your responses to your classmates DB posts, up to a maximum of 5 total response points. Your initial DB post will be graded in accordance with the following rubric. Your responses to your classmates' DB posts must be substantive and will be graded using the following rubric in a similar manner.

No postings to the Discussion Boards will be accepted after the board's *Available Until* date.

Your responses must enlarge upon, evaluate, constructively criticize or otherwise intelligently add to the primary posting of your classmates.

Initial Discussion/Participation Grading Rubric			
	Exemplary (11 - 15)	Satisfactory (6 - 10)	Unsatisfactory (0 - 5)
Discussion	Posts often and is actively involved in all discussions	Posts to the minimum level of required participation	Rarely posts to group or posts without purpose
Participation	Ties the course materials and activities to other readings, web sites or resources	Occasionally ties the course materials and activities to other readings, websites, or resources	Doesn't share or reflect on course materials or activities or attempt to be tie material to other activities
	Extends understanding of the material to other aspects of the student's learning; offers explanations of why things happen the way they do	Occasionally extends understanding of the material to other aspects of the student's learning; offers explanations of why things happen the way they do	Chats about course content or about application of course topics but does not reflect on its meanings
	All of the forum assignments completed above expectations	Completes most of the forum assignments	Few forum assignments completed
	Adds probing questions to extend the conversations begun by other participants	Occasionally adds probing questions to extend the conversations begun by other participants	Does not ask, or asks only superficial questions about the material
	Attempts to address other's questions with clear logic and ties to the readings, web sites and resources offered in the course, plus deduce additional information from the material	Occasionally attempts to address other's questions with clear logic and ties to the readings, web sites and resources offered in the course, plus deduce additional information from the material	Only offers the most rudimentary explanation for motivations or issues in the course
Reflection	In sharing experiences, asks and answers questions about why things happen and what motivated events or issues to unfold as they did/do	In sharing experiences, occasionally asks and answers questions about why things happen and what motivated events or issues to unfold as they did/do	Focuses upon completion of the material and not the relationship between the material and other issues in the course
	Regularly posts messages summarizing or synthesizing the previous discussion materials and discussions	Occasionally posts messages summarizing or synthesizing the previous discussion materials and discussions	Seldom posts messages summarizing or synthesizing the previous discussion materials and discussions
	Regularly searches for greater understanding of the material through exploration of the course material and activities	Occasionally searches for greater understanding of the material through exploration of the course material and activities	Seldom searches for greater understanding of the material through exploration of the course material and activities

Attendance Policy:

If a student fails the course with a 0.0 or is assigned a NC, WP, or WF, the instructor must report a last attended date. The last attended date used in this course will be the date of the last submitted work accepted for grading.

The Attendance Policy requires students to participate in their *hybrid* course at least *three out of seven days* during each Module week. Participation is defined as uploading homework assignments, completing online assessments, classroom attendance (taking part in hands-on lab which can only be completed during class), or discussion board posting. A student not attending the first week will be dropped from the course. If an instructor believes a student's absences have been excessive and unjustified, the instructor may request that the student be withdrawn from the course.

Participation Requirement:

Participation Policy expects students to participate in the virtual classroom at least **one** out of seven days during each Module week. This standard is a MINIMUM REQUIREMENT. It is suggested that students participate on a daily basis during the course. Participation is measured by a student's contribution to the online classroom discussion board. A *student's contribution* must add value to the course. A posting is considered to be of substance by the standards laid out in the Grading Rubric located in this syllabus (see above). Postings such as "me too" or "I agree" or too many postings that are off of target with the ongoing discussions in the appropriate thread are not considered substantive for purposes of participation.

Important Note: Participation is the same as attendance, and attendance is only measured by participation. The Canvas® system does allow students to read the postings of others without actually posting a reply. It is only when a student replies to the discussion on the discussion boards that attendance will be measured.

The expectations for participation and attendance are very high. They have been outlined in total in the Participation Rubric in this syllabus (see rubric above). It is expected that you will make at least *one original contribution and at least two comments to the discussion board* at a level of quality outlined in the Participation Rubric. In order to get anything out of the class, you must participate in the classroom discussion and you must "think outside the box" in terms of bringing new information to the class. It is expected that you will be involved and active in the construction of knowledge with the group. Bringing new ideas is as important of an element as assisting others in developing their knowledge.

You need to know that Canvas® accurately records your every movement in your on-line course. Therefore, please spare me the stories of you having attended on particular days but not having posted. Canvas® records will reflect what you have and have not done. To eliminate any confusion attendance is only counted by what you actually post to the discussion board.

The nature of this course is sequential and comprehensive; your regular participation and communication will inevitably reflect in your performance.

If you experience difficulty with the material, contact me immediately; do not fall behind and disappear.

If you are having problems or feel you are lagging behind, please contact your instructor, so that he/she may explore options to find a solution.

If you wish to withdraw from this course, please inform your instructor of your decision and file the appropriate paperwork with the college's administration.

Feedback on module assignments for the week:

The instructor (or his/her teaching assistant) will strive to send feedback on all graded assignments within 7 days (or less) after the assignment is submitted. If you submit an assignment late it will be graded together with the following week's work. Please see sample grading rubric so you understand the grading process.

Late Assignments & Assessments:

Any work that is turned in late (from 1 minute late up to 3 weeks late) is deducted *10% per week*. NO work will be accepted later than 3 weeks after the due date. Refer to the Assignment's and Assessment's *Due Date* and *Available Until* date.

Discussion Boards cannot be turned in late.

If unexpected circumstances arise (i.e. family or medical emergencies), you can contact the instructor to negotiate a mutually agreed upon alternative submission plan -- in advance (at least 48 hours before the assignment due date/time).

Discussion Board assignments can only be done during the week that they are assigned. No points will be given for late Discussion Board (DB) assignments (including initial posts and replies). If you want to receive credit for your DB assignment, it must be done in an interactive way, while the discussion thread is active, during the week that is has been assigned. Late submissions to the DB will be ignored and receive NO CREDIT, NO EXCEPTIONS.

Because your grade is dependent on participation and discussions, DO NOT submit all your week's work on the final day.

Make-Up:

There will be no make-up tests unless *previously* arranged with the instructor.

Technical difficulties:

Everyone experiences technical difficulties including the Canvas website, the K-20 network, your Internet service provider, and even Bill Gates. You should have an alternate plan in the event of technical difficulties. Please notify me immediately if this is happening to you. You may call me, send an email or use a school computer.

Want real "hands-on" experience?

If you are interested in having real hands-on experience, you are invited to T-213 to view and use the equipment in that lab. There are machines to network, open up, and routers and switches to observe. Please let your instructor know you are coming so one of the instructors or technicians is available to help you.

Student Conduct:

Everyone deserves to have a good learning environment. I will follow the rules of the college in the classroom. Please see the Student Handbook for the Student Conduct Code. All forms of dishonesty will be subject to immediate disciplinary action (see the section below on **Academic Honesty**). Classroom disruptions such as tardiness, talking during lecture and cell phone use are not acceptable. Repeated infractions will be referred to the Vice President of Student Services. Please turn off your cell phone before entering the classroom. http://www.olympic.edu/StaffFaculty/Policies/ConductCode/

Academic Honesty:
At Olympic College, students are expected to demonstrate academic integrity by completing their own work assignments and assessments. Effective planning and progress must be accomplished for students to be successful in their degree program of study. Submission of work from another person, whether it is from printed sources or someone other than the student, previously graded papers, papers submitted *without proper source citation*, or submitting the same paper to multiple courses without the knowledge of all instructors involved can result in a failing grade or be reported to the Olympic College Vice Principle of Student Services for appropriate sanctions or disciplinary actions. All students are expected to adhere to the standards as set forth in the Student Code of Conduct and Statement on Academic Honesty.

The administration, faculty, and student government of Olympic College believe strongly in the concept of an honor system. This belief is based on the knowledge that in competitive professional environments, greater emphasis is placed on originality and integrity of ideas and work. All members of the Olympic College academic community, including faculty, students, and administration, are expected to assist in maintaining the integrity of the College, which includes reporting incidents that violate the Statement on Academic Honesty.

For Olympic College course work, please note that learning events are to be that of the student's own work, and group projects are collaborative efforts.

Additional policies can be found at:
http://www.oc.ctc.edu/GetStart/Policies/ConductCode/violations.html

Homework Policy:
The Canvas file submission tool will be the primary means of submitting "graded" homework for this course.

You are responsible for doing all online assignments, reviewing the online materials for that week, and turning in all assignments on time. You will also have a weekly reading assignment, which will support that week's learning objectives, and which you are encouraged to complete ahead of time. Post any questions that you may have to either the common area of your class, where the questions may be answered by any students, or post them directly to me. Please bring your questions that cannot be answered electronically via email or the discussion board to class each *Monday through Thursday*.

Writing Lab:
Students are encouraged to make use of the Olympic College Writing Center. The Writing Center is located in the new Humanities and Student Services Building, Room 312, open from 9
– 5 Monday & Tuesday, and 9 – 2 Wednesday – Friday. Students are encouraged to make appointments, but may also drop in. The phone number is 360.475.7318.

Special Accommodations:
If you have a disability and will need special services, please call or visit Access Services as soon as possible. They are in new Humanities and Student Services Building (HSS), Room 204. The phone number is 360.475.7540.

Can I Help?
I want you to do well in this class and in college. If you have a problem or situation that is affecting your schoolwork, please let me know. Olympic College has many services to help students be successful. You can contact me by e-mail, instant message (IM), voice mail, or talk to me right before or after class.

F.A.Q.s (Frequently Asked Questions) –

Question: How do I submit my homework?
Answer: Generally speaking, you follow the guidelines within the Module that you are working on. This will usually entail uploading your homework via the "Submit Assignment" button for that module.

Question: How often is homework due?
Answer: Homework is due weekly.

Question: Do I have to read the whole syllabus?
Answer: Yes, you do. It is your responsibility to be familiar with its contents; it contains important information that impacts your success in this course.

Question: How do I submit my coursework?
Answer: Use the "Submit Assignment" button within the applicable Module. The Canvas file submission tool will be the primary means of submitting "graded" homework for this course.

Question: What is the file naming convention for submitting my weekly homework assignments (i.e. Hands-On Projects, Case Projects, and screenshots of my LabSim homework)?
Answer: Use the following naming convention –
IS300_MODULE#_Your_Name_Lab.docx (e.g.
IS300_Mod10_Doe_John_Lab.docx).

Question: What do I do in the event that my homework size exceeds the maximum 1 MB limit for uploading homework via the "Submit Assignment" button in Canvas?
Answer: You must then reduce the resolution of the images inside of your homework document using the procedure detailed at this website –
office.microsoft.com.

Question: Can I submit my homework in some other format beside the default format supported byMicrosoft Word 2000/2003/2007/2010?
Answer: You must submit your homework in the .doc, .docx, or .rtf format for your instructor to read (and grade). Most applications will support one or more of these formats, which are native to Microsoft Word 2000/2003/2007/2010. LibreOffice, OpenOffice and StarOffice (free) can "save as" in Microsoft Word format.

Question: How do I do "screenshots" of my homework?
Answer: See the applicable document explaining this "technique" in the **Support and Resources** module within Canvas.